

Footsteps Nursery

Inspection report for early years provision

Unique reference number EY441368
Inspection date 15/06/2012
Inspector Rosemary Beyer

Setting address Marfleet Childrens Centre, 359 Preston Road, HULL, HU9
5AN
Telephone number 01482701070
Email info@westsidedaynursery.co.uk
Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Footsteps Day Nursery, at the Marfleet Children's Centre, was first registered in 2008 and was relaunched in 2012 as part of the Community Action Partnership Ltd. It is situated on the outskirts of Hull. The nursery is accessible to all children, and there is an enclosed area available for outside play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 54 children at any one time, all of whom may be in the early years age range. There are currently 119 children attending who are within this age group, of whom five attend on a full-time basis. The nursery provides educational funding for children of eligible age. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs a manager and 13 other staff members. All of whom hold recognised childcare qualifications, including the manager who holds a BA Hons degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have an excellent knowledge of the children which they use extremely effectively to meet the individual needs of all the children. As a result, the children are all making outstanding progress given their starting points, ages and abilities. Staff have exceptional relationships with parents, carers and other agencies and by ensuring the comprehensive exchange of information enable them all to provide consistent and appropriate care to meet the children's needs. They have also built excellent partnerships with most local schools. The nursery uses the self-evaluation process very effectively to highlight its strengths and identify areas for improvement, using the views of staff, parents and children to ensure the nursery meets the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the partnerships with other early years providers to ensure a smooth transition from nursery to school for all children.

The effectiveness of leadership and management of the early years provision

All staff within the nursery have an excellent understanding of the local safeguarding procedures and understand their role in protecting children. They have all undertaken training to ensure their knowledge is up to date, and they make parents aware of their responsibilities. Highly comprehensive risk assessments are in place for all areas of the nursery and for visits into the community. These are regularly reviewed and updated, and as health, safety and child protection are regular items on the staff meeting agenda, children are exceptionally well protected.

The nursery is extremely well equipped, and children have free access to a wealth of exciting learning opportunities. They have free use of the inspiring outside area, which they helped to design, with the meadow and puddles offering rich and varied messy play and natural world interest.

Relationships with parents, other carers and outside agencies are exemplary. The information exchanged between them all ensures children's care is consistent and is significantly enhanced because any concerns are promptly identified and achievements recognised. Staff members are highly skilled in supporting children who have additional needs and work closely with parents and other agencies. They also ensure children and parents who speak English as an additional language have the necessary support to enable them to fully participate in the nursery. Staff and children have learned simple words in different languages, some from parents and some from other children, and the nursery handbook has been translated into Polish. The positive inclusive ethos of the nursery is supported by a wide range of images displayed and the open and welcoming atmosphere.

Staff have also developed excellent partnerships with most of the local schools, and children's transition to these schools is easy. Staff have created a book about the nursery and the activities the children enjoy, so the new school teachers are aware of what they have been doing. They also receive development information in line with the local authority requirements.

The highly ambitious staff use the process of self-evaluation extremely well to identify areas for improvement and to gain the views of parents, carers and children. Parents are very happy with the nursery. They say their children are very keen to learn; they find the staff highly skilled and enthusiastic and feel part of their children's learning. They really enjoy looking at the development files, the stay-and-play days and the parents' meetings. They said Christmas lunch and concert were highlights of the year. One innovative aspect for future development is the introduction of a parent group to provide ideas for activities, suggestions for outings and general discussion to ensure the nursery is meeting their needs.

The quality and standards of the early years provision and outcomes for children

Children within the nursery clearly feel comfortable, valued and settled. They enthusiastically participate in the activities provided but also confidently develop their own interests. They particularly enjoy using the outside area, which was designed to include suggestions from them. They use the meadow with great enthusiasm to make dens, play hide and seek and to search for bugs. They are able to identify a number of creatures under logs or on the butterfly tree and the ladybird bush. They are also growing vegetables and flowers, which are adding to their ever-widening knowledge of the natural world.

The babies also enjoy using the outside space, and are confident when moving around. They are developing into very sociable beings, showing concern for each other and playing alongside their friends. Each baby has an individual plan of activities to promote their learning and development. Even if they do not yet speak, they are able to communicate their needs non-verbally with signs or sounds staff recognise. They enjoy books and stories, with children sitting in the comfortable book corner to help themselves to books, feeling the different textures and making sounds to match the animals they see. They also investigate the natural materials in baskets and like to play with water, clay and gloop, making patterns and shapes to rapidly develop their physical skills.

Older children also have dynamic individual plans, which are constantly developing to promote their interests and actively contribute to their significant progress whatever their starting points, ages or abilities. Regular observations and rigorous assessment across all the areas of learning are recorded and made available for parents and children to see.

The children are developing into very good communicators, confidently speaking to visitors and enthusiastically discussing their feelings about the nursery. Their vocabulary is developing extremely well through discussion and conversation with both staff and other children. They also use numbers confidently during everyday activities, and through comparing, counting and sorting. They use computer games successfully to promote different aspects of language and numeracy and are developing an excellent awareness of information and communication technology.

Keeping fit and healthy is discussed with the children on a regular basis, and through the implementation of consistently high hygiene practices, they protect themselves from germs. They know they need to have fresh air each day and eat a balanced diet. Children's independence is promoted highly successfully within the nursery by enabling them to help prepare snacks by cutting up fruit and vegetables and by serving themselves at meal times. They eat well, and meal times are a social occasion when they sit together and chat, while eating well-balanced meals. After eating, they wipe their own faces and hands and clean their teeth. They tell each other how to use the toothbrush properly to ensure all food is removed.

Children have an extremely good knowledge of the local area through discussion of maps and plans. They can identify the route to take home, and show the location

of their homes. The children have learned about the role of fire-fighters, community police officers and a dental hygienist recently. They know they must use good road safety practice when out on the street to prevent accidents and participate in fire drills to keep themselves safe in an emergency. They also use toys and equipment carefully to prevent accidents to each other, demonstrating an excellent knowledge of staying safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met